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*MONTANA COUNCIL ON VOCATIONAL EDUCATION*



**REPORT ON MONTANA'S  
VOCATIONAL TECHNICAL EDUCATION PROGRAMS**

*Programs Funded By the Carl D. Perkins Vocational and Applied  
Technology Education Act of 1990*

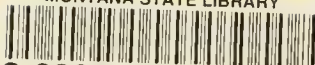
**1994 Report For  
Fiscal Years 1991, 1992, and 1993**

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## INTRODUCTION

This report was compiled by the Montana Council on Vocational Education in accordance with Section 112(d)(3)(6) of the 1984 Carl D. Perkins Vocational Education Act, Public Law 98-524, and the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, Public Law 101-392, (Perkins Act) which states:

Section 112(d) "Each State council shall --

- (3) analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities and services within the State;
- (6) assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs;"

The purpose of the Perkins Act in Public Law 98-524, in addition to amending the Vocational Education Act of 1963, was to strengthen and expand the economic base of the Nation, develop human resources, reduce structural unemployment, increase productivity, and strengthen the Nation's defense capabilities by assisting the states to expand, improve, and update high-quality programs of vocational technical education. Nine specific objectives were identified under the "Statement of Purpose" in the Act.

The Perkins Act Amendments, Public Law 101-392, amended the Statement of Purpose in the 1984 Perkins Act and condensed the nine stated objectives in the former Act to the following: "It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society."

The following sections of this report provide an overview of Montana's Vocational Education Delivery Systems; Development/Implementation of Montana's State Plan for 1992-94; and the Distribution of Federal Funds for Vocational Technical Education for fiscal years 1991, 1992, and 1993. Distribution of Perkins funds for fiscal year 1991 was accomplished in accordance with the State Plan for Vocational Education Under Public Law 98-524 Carl D. Perkins Vocational Education Act of 1984. Distribution of funds for fiscal years 1992 and 1993 was accomplished in accordance with Montana's State Plan for Vocational Technical Education Under Public Law 101-392, The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

# MONTANA VOCATIONAL EDUCATION DELIVERY SYSTEMS

## GOVERNANCE OF VOCATIONAL TECHNICAL EDUCATION IN MONTANA

The Montana Constitution has vested the governance and control of the Montana University System in the Montana Board of Regents of Higher Education, which has the full power, responsibility, and authority to supervise, coordinate, manage, and control the Montana University System and other public education institutions assigned by law.

The Perkins Act requires any State desiring to participate in the vocational education program authorized by the Act to designate a State Board of Vocational Education (State Board) as the sole state agency with responsibility for development and implementation of the State Plan and for the administration of activities relative to the Perkins Act. House Bill 39, the enabling Legislation designating the Sole State Agency, directs the State Board to contract with the Superintendent of Public Instruction for the administration and supervision of K-12 vocational education programs, services, and activities.

## SECONDARY VOCATIONAL EDUCATION

Vocational education/practical arts programs are offered in all Montana secondary schools. Perhaps this is due in part to the State accreditation standards which require all high schools in Montana to offer two units of vocational education for the basic program and one unit for graduation requirements. As a result, some schools offer only practical arts courses, some of which are not bona fide "vocational education" courses and do not meet the State guidelines for the administration of secondary vocational education programs. However, current data indicates over 85% of the secondary vocational education programs offered in the State meet established criteria in the guidelines.

### *ENROLLMENT FOR SECONDARY VOCATIONAL EDUCATION*

Based on data obtained from the Office of Public Instruction, secondary vocational education enrollments have been increasing since 1990. However, as noted in the table on the following page, substantial enrollment increases are reported in business and industrial arts/technology education.

TABLE 1  
SECONDARY VOCATIONAL EDUCATION ENROLLMENTS

PROGRAM	1991-92	1992-93	1993-94	% CHANGE 1-YR
Agriculture	3,075	3,048	3,262	7.02%
Business	6,930	7,557	10,133	34.09
Home Economics	7,346	7,632	8,089	5.99
Marketing	1,261	1,078	1,308	21.34
Industrial Arts/Tech Ed	5,650	5,831	6,840	17.30
Trade & Industrial Ed	4,099	4,475	4,514	.87
Health Occupations	79	56	53	(5.36)
<b>TOTALS</b>	<b>28,440</b>	<b>29,677</b>	<b>34,199</b>	<b>15.23%</b>

#### ***FUNDING FOR SECONDARY VOCATIONAL EDUCATION***

In 1981, the Montana Legislature, by passage of House Bill 618, provided funding for Montana's secondary vocational education programs. These funds were used to pay a portion of those costs that exceeded the cost of typical classrooms and were used for the following categories: major equipment, minor equipment, equipment repairs, supplies, vocational student organization advisory stipends, extended contracts, and instructional travel. State funds, plus expenditures at the local level were beneficial to local educational agencies in meeting "match" requirements and contributed significantly in meeting Montana's goals for the planning period. The 1987 Legislature eliminated funding for secondary vocational education for the 1988-89 biennium, however, secondary vocational education was funded for the 1990-91 and 1992-93 bienniums at \$1,800,000. The 1992 Special Session of the Legislature resulted in reducing this secondary vocational allocation by 8% for the 1992-93 biennium. The 1993 Legislature further reduced funding for secondary vocational education to \$1,300,000 for the 1994-95 biennium. Please see the following table for the complete listing of expenditures for secondary vocational education for FY 92 and FY 93.

**TABLE 2**  
**EXPENDITURE FOR SECONDARY VOCATIONAL EDUCATION**  
**FY 92 - FY 93**

PROGRAM	TOTAL EXP FY 92	ST SUPPORT FY 92	TOTAL EXP FY 93	ST SUPPORT FY 93
Agriculture	\$2,718,669	\$228,140	2,932,068	216,524
Business	6,996,313	229,814	7,090,723	235,027
Marketing	554,276	18,329	674,014	13,522
Health Occupations	20,426	2,392	33,445	1,585
Technology Ed	4,135,177	133,366	4,034,597	96,772
Home Economics	4,063,084	98,920	4,486,049	134,755
Trade & Industrial	2,855,691	133,191	3,001,952	125,397
<b>TOTALS</b>	<b>\$21,343,636</b>	<b>\$844,152</b>	<b>\$22,252,848</b>	<b>\$823,582</b>

## POSTSECONDARY VOCATIONAL TECHNICAL EDUCATION

Postsecondary vocational technical education is offered through five vocational technical centers and one four-year college directly governed by the Montana Board of Regents of Higher Education; through three state-supported but locally governed community colleges, accountable to the Board of Regents for program approval; and through seven tribal colleges which are governed locally. All of the postsecondary service providers have, or are in the process of obtaining, accreditation by the Northwest Association of Schools and Colleges. Program offering of those agencies are subject to Board of Regents program approval and must meet quality control standards administered by the Board Staff.

### *ENROLLMENT FOR POSTSECONDARY VOCATIONAL TECHNICAL EDUCATION*

Montana's postsecondary vocational technical education is governed by the Board of Regents and administered by the Office of the Commissioner of Higher Education. The primary role of vocational technical education is to provide individuals preparing to enter, advance, or change their careers with vocational and technical competencies and life skills. Training is offered in a variety of disciplines in the major areas of agriculture; health and nursing; office; marketing; home economics; and trade and technical. The vocational technical centers located in Billings, Butte, Great Falls, Helena, and



Missoula award certificates of completion and, with the approval of the Board of Regents, award the Associate of Applied Science degree for appropriate programs. Other institutions offering vocational technical education programs leading to less than the baccalaureate degree level are the community colleges located at: Glendive; Kalispell; and Miles City. Programs in vocational technical education are also offered at: Northern Montana College, Havre and Western Montana College of the University of Montana, at Dillon.

TABLE 3

## POSTSECONDARY VOCATIONAL TECHNICAL ENROLLMENTS

VO-TECH CENTER	FY 90	FY 91	FY 92	FY 93	% CHANGE 1-YR
Billings VTC	426	397	420	454	8.09%
Butte VTC	275	311	305	313	2.62
Great Falls VTC	591	557	556	556	0.0
Helena VTC	518	511	530	440	(16.98)
Missoula VTC	525	541	520	551	5.96
<b>TOTALS</b>	<b>2,335</b>	<b>2,317</b>	<b>2,331</b>	<b>2,314</b>	<b>(.73%)</b>

*FUNDING FOR POSTSECONDARY VOCATIONAL EDUCATION*

Prior to fiscal 1988, the state provided approximately 80 percent of total funding for the five vocational-technical centers, with the districts providing the remainder with local voted mill levy and in-kind services. In fiscal year 1988, governance of the centers was transferred to the Board of Regents, however, the statutes allowed continuance of the local voted mill levy and in-kind services through fiscal 1989. In fiscal 1990, total costs of operating the Centers became the responsibility of the state, and the 1989 Legislature adopted an incremental budget for the 1991 biennium to cover all the costs that became the state's responsibility. Vocational technical centers are appropriated funds from four sources: (1) local county mill levies; (2) tuition and fees; (3) other income; and (4) general fund. State general fund support fills the "gap" between the appropriated level and other available sources of revenue. The 1993 unrestricted operating funds for fiscal year 1993 for the vocational technical centers was \$11,758,171. (Includes revenue from general fund, tuition and fees, mandatory levy and other.) The 1993 Legislature's fiscal 1995 legislative appropriation for the vocational technical centers was \$11,817,105 for fiscal 1994 and \$11,838,558 for fiscal 1995. (From Executive Budget, Nov., 1993)

## **MONTANA'S STATE PLAN FOR ADMINISTRATION OF PERKINS FUNDS**

The State Plan, Program Years 1992-1994, for implementation of Public Law 101-392, was developed by personnel from the Office of the Commissioner of Higher Education, Office of Public Instruction, and staff from the Montana Council on Vocational Education. In addition, the Montana Committee of Practitioners provided input for State Plan development and requests for proposals and also developed performance standards and core measures in cooperation with the State Plan Committee. Local educational agencies were required through the request for proposal process to implement performance standards and core measures during program year 1992. All of the secondary and postsecondary local education agencies implemented the statewide performance standards.

### **STATE ASSESSMENT OF VOCATIONAL AND TECHNICAL EDUCATION QUALITY**

The State Plan Committee utilized two levels of assessment to comply with Sections 113 and 116 of Public Law 101-392. These were:

- (1) A statewide self assessment requirement was established for all eligible recipients desiring to use formula allocated funds; and
- (2) Existing assessments of vocational education program quality.

Self assessments were submitted to state agencies by March 1, 1991. Additional assessments of the needs of five special populations were required of all applicants. However, no special formats or requirements for special populations needs assessments were established by the State Board.

Self assessments for program quality were also required of secondary schools and postsecondary institutions for participation in Title II Part C funding. As a result of these assessments, State Goals for program improvement were established. These are:

1. Increase student work skill attainment and job placement;
2. Increase linkages between secondary and postsecondary education institutions;
3. Improve the ability of eligible recipients to meet the needs of special populations with respect to vocational education; and
4. Improve the availability of vocational curriculum, equipment, and instructional materials to meet the demands of the work place.

Local applications for Section 231 and 232 funds were required to address one or more

of the Goals 1-4 and also include an objective to improve gender equitable enrollment in the majority of the eligible recipients vocational programs in order to be funded. Eligible recipients for State Leadership Funds for Curriculum and Personnel Development were required to address sub goals of Goal 4. Section 221 and 222 funds for program improvement had to be used in accordance with the Gender Equity Coordinator's Annual Plan. Correction education funds were utilized in accordance with the State Goals and Special Requirements of Section 225 of the Perkins Act.

## SECONDARY - POSTSECONDARY SPLIT OF 75% OF BASIC GRANT

The funding split determined for the planning period for the formula allocated portion of the Title II funds to eligible recipients was 65% for secondary vocational education and 35% for postsecondary vocational technical education. The rationale for this determination results from numerous factors including: the statewide needs assessment of the relative academic, occupational training, and retraining needs of secondary, adult, and postsecondary students, secondary and postsecondary enrollments in vocational education, vocational training needs of adults, historical distribution of Perkins funds and projection of funds necessary to meet student's relative needs through accomplishment of State Goals for the Secondary and Postsecondary Levels.

In addition, the State Plan Committee reviewed the distribution of Perkins funds for previous fiscal years. These distributions were:

TABLE 4

### SECONDARY/POSTSECONDARY SPLIT OF BASIC GRANT

PROGRAM YEAR	GRANTED FUNDS	AMOUNTS GRANTED BY %	
		SECONDARY	POSTSECONDARY
1988	3.9 million	49%	51%
1989	5.2 million	54%	46%
1990	4.4 million	58%	42%
1991	4.1 million	56%	44%

Based on these distributions and the other factors previously outlined, the State Plan Committee recommended, and the Committee of Practitioners approved, the 65-35 percentage split for secondary schools and postsecondary institutions. Further rationale for making the split involved the following considerations:

1. Vocational needs for secondary schools or postsecondary institutions were predominant and did not necessitate an alternative funding procedure as provided for in Section 233 of the Act; and
2. The 65-35 funding split would allow on-going support of program improvement and vocational education needs of targeted populations at both levels.

The Council concurred with both state agencies on the funding split for the planning period. At the January 14, 1994 meeting, the Council deferred taking a position on the funding split for the 1994-95 planning period pending receipt of more complete information to be provided by the State board.

## **ASSESSMENT OF SPECIAL POPULATIONS AND PROGRAM EFFECTIVENESS**

Each applicant for Title II Part C funds was required to assess the vocational education needs of students who were members of special populations targeted in P.L. 101-392. These assessments formed the basis for addressing such needs through the use of Perkins and other funds. In addition, a stratified sampling technique was used to determine the locally assessed needs of the disadvantaged, LEP, and handicapped students. All local applications were reviewed for the gender equity population assessments: Review of RFP's in the secondary LEA's serving Montana's seven largest cities were reviewed by state level Chapter I, IDEA, and LEP Coordinators. At the postsecondary level applications were reviewed by state-level special population coordinators. A description of the needs of special populations is outlined in Appendix P of the Montana State Plan for Program years 1992-1994.

In an effort to determine how well special populations were served under the Act, the Montana Council on Vocational Education conducted a study in 1992. Components of the study included:

- (1) The extent to which special populations were provided with equal access to quality vocational education;
- (2) Numbers served;
- (3) The degree to which needs assessments of approved vocational education programs correlate to the weakest vocational education program areas and serves the highest number of special populations;
- (4) Supplementary services provided to special populations in accordance with Section 118; and

- (5) Recommendations concerning policies the State should pursue to strengthen vocational education opportunities for special populations students.

A copy of this report, A Report of Services Provided to Special Populations Assisted Under Title II, Part C, of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, was sent to the U.S. Departments of Education and Labor, Sole State Agency, Office of Public Instruction, numerous state agencies and various publics.

## DISTRIBUTION OF FEDERAL FUNDS

This section of the report provides an analysis of the distribution of federal funds for vocational technical education in the state of Montana for fiscal years 1991, 1992, and 1993. The Montana Council on Vocational Education compiled this report in accordance with mandated responsibilities in the Carl D. Perkins Vocational Education Act of 1984(Perkins Act), Public Law 98-524, Section 112(d)(3)(6) for fiscal year 1991 and the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, Public Law 101-392, Section 112(d)(3)(6) for fiscal years 1992 and 1993. Information resources utilized for the development of this report include: Montana State Plan for Vocational Education for FY 91 - 92; Montana's State Plan for FY 92-94; Annual Performance Reports for each fiscal year of the planning periods; and data from the Office of the Commissioner of Higher Education (OCHE) and Office of Public Instruction (OPI).

### FISCAL YEAR 1991

#### DISTRIBUTION OF FEDERAL FUNDS BY EDUCATIONAL LEVEL

The State Plan for Vocational Education Under Public Law 98-524 Carl D. Perkins Vocational Education Act of 1984 for fiscal years 1991 and 1992 states "Federal funds will be distributed to eligible recipients in Montana at the secondary and postsecondary levels through the use of two methods: (1) by formula, and (2) by a discretionary process." Allocations to handicapped and disadvantaged individuals were allocated through Congressionally mandated formulae. Federal funds to be distributed as discretionary funds were allocated to eligible recipients through a request for proposal process.

Request for proposals (RFP's) deemed complete and in compliance with applicable federal and/or state regulations were evaluated for quality of content by a panel of readers representing both secondary and postsecondary vocational education, as well as the interested public. Each application was rated and funded in accordance with the method determined in the State Plan.

For a number of years, the Montana State Legislature appropriated Carl D. Perkins Vocational Education Act funds as part of the five vocational-technical centers' current unrestricted fund operating budgets. The individual proposals from each Center were read and rated along with all others submitted, however, as long as the proposals achieved minimum standard they received "automatic" funding. Beginning in program year 1990, each of the five vocational-technical centers submitted an annual application for Perkins funds up to the total amount appropriated by the Legislature for each

center. If an evaluation determined centers complied with federal regulations governing the use of Perkins funds and restrictions imposed by the sole state agency, centers were funded accordingly. All other Perkins funds for the Centers were allocated through the competitive request for proposal process. The 1991 Montana Legislature passed legislation which eliminated the automatic funding procedure and required vocational technical centers to follow the process required of all eligible recipients.

The following table shows the distribution of FY91 Perkins funds expended by educational level for Title II and Title III:

TABLE 5

SECONDARY/POSTSECONDARY EXPENDITURES FY91

EDUCATIONAL LEVEL	FY 91 EXPENDITURES	% FY91 EXP
Secondary	\$2,455,623	56%
Postsecondary	\$1,960,593	44%
TOTAL	\$4,416,216	100%

\*Source: OCHE Accounting Personnel (from FYE Financial Report)

The State Council feels the distribution of federal funds for secondary and postsecondary vocational technical education in the state of Montana is reasonable.

### FEDERAL FUND ALLOCATIONS FOR FY 1991

Table 6 on the following page indicates the total Perkins funds available for distribution in FY91 and a breakdown of expenditures to Montana's secondary schools, postsecondary institutions, state agencies, and for state administration. These figures were provided by the State Board and show actual expenditures during fiscal year 1991.

In the Council's FY 89-90 evaluation report of vocational and technical education it was noted that carryover amounts reported were estimated and would be reviewed following amendment of the State Board's final status reports. At that time the State Board personnel indicated utilization of carryover funds were reported as distributed. (Federal law, in the Tidings Amendment, requires states to expend federal funds within a twenty-seven month period following receipt of a fiscal year grant award.) The Council feels this accounts for the differences noted in expenditure data when analyzing reports from the OCHE accounting personnel at fiscal year end and the Annual Performance Report.

TABLE 6\*

## PERKINS FUNDS AVAILABLE FOR FY91

FISCAL YEAR 1991 GRANT AWARD      \$4,439,661  
 FISCAL YEAR 1990 CARRYOVER        \$570,277  
 AVAILABLE FOR FISCAL YEAR 1991    \$5,009,938

	PROJECTS	EXPENDS.	BALANCE	% EXP
FY91 Grant/Carryover			\$5,009,938	
<u>Area of Expenditure:</u>				
Vo-Tech Centers	35	\$ 995,233	\$4,014,705	20%
Secondary Vo-Ed	114	1,685,309	2,329,396	34%
Apprenticeship	14	52,401	2,276,995	1%
University System	12	310,185	1,966,810	6%
State Institutions	6	64,818	1,901,992	1%
Community Colleges	12	253,768	1,648,224	5%
Native American CC	5	107,142	1,541,082	2%
Other	33	583,010	958,072	12%
State Admin.		364,351	593,721	7%
Unallocated		593,721		12%
TOTALS	<u>231</u>	<u>\$5,009,938</u>	-0-	<u>100</u> **

\* Source: OCHE Accounting Personnel (from FYE Financial Report)



## ALLOCATION OF BASIC STATE GRANT

The Council's analysis provides an overview and summary of projects and expenditures for Title II Part A, Vocational Education Opportunities and Title II Part B, Vocational Education Programs Improvement, Innovation and Expansion for FY91. Financial information reported in this section was obtained from the State Board's Annual Performance Reports, the 1991-92 Montana State Plan for Vocational Education and the OCHE Preliminary Montana's Funded Perkins Projects for Program Year 1991 (05/10/90).

### TITLE II PART A - VOCATIONAL EDUCATION OPPORTUNITIES

In accordance with the Carl Perkins Vocational Education Act of 1984, 57% of the grant monies must be allocated among the six specific target groups addressed in Title II Part A. The target groups are:

Handicapped Individuals	10%
Disadvantaged Individuals	22%
Adults in Need of Training and Retraining	12%
Single Parents or Homemakers	8.5%
Participants in Programs to Eliminate Sex Bias/Stereotyping	3.5%
Correctional Populations	1%

TABLE 7

SUMMARY OF FY 1991 TITLE II PART A - PROJECTS/STUDENTS SERVED/EXPENDITURES  
(By Funding Category)

CATEGORIES	PROJECTS CONDUCTED		NUMBER SERVED		AMOUNT APPROVED <sup>3</sup>		AMOUNT EXPEND <sup>4</sup>		COST PER <sup>5</sup> STUDENT	
	Sec	PS	Sec	PS	Sec	PS	Sec	PS	Sec	PS
Handicapped	30	8	808	1069	\$ 331,039	\$ 59,164	\$ 309,203	\$ 55,552	\$ 383	\$ 52
Disadvantaged <sup>1</sup>	34	11	4715	1579	\$ 692,934	\$ 215,512	\$ 690,683	\$ 203,937	\$ 146	\$ 129
Adult Training (Apprenticeship) <sup>2</sup>	20	5	756	1560	\$ 320,499	\$ 147,744	\$ 310,271	\$ 139,365	\$ 410	\$ 89
	(12)		(227)		(\$59,995)		(\$52,401)		(\$231)	
Single Parent	2	10	61	579	\$ 63,317	\$ 268,355	\$ 57,695	\$ 266,844	\$ 946	\$ 461
Gender Equity	2	5	149	352	\$ 32,167	\$ 104,404	\$ 42,584	\$ 119,013	\$ 286	\$ 338
Correction		2		173		39,020		\$ 38,520		\$ 223
<b>TOTALS</b>	<b>88</b>	<b>41</b>	<b>6489</b>	<b>5312</b>	<b>\$1,439,956</b>	<b>\$834,199</b>	<b>\$1,410,436</b>	<b>\$823,231</b>	<b>\$ 217</b>	<b>\$ 155</b>

<sup>1</sup> Includes Limited English Proficiency (LEP) Projects

<sup>2</sup> Included in Adult Training figures.

<sup>3</sup> From the OCHE 01/10/90 Preliminary Montana's Funded Perkins Projects Report.

<sup>4</sup> From the Annual Performance Report for Program Year 1991.

<sup>5</sup> Based on amount spent.

Table 7 on the preceding page contains an overview of FY 91 Title II Part A projects conducted, number served, amount approved, amount expended, and the cost per student. A review of Perkins Act expenditure statements provided by the State Board and from the State Plan indicates the distribution was in accordance with expenditure of basic grants for state funding of vocational education established in the Perkins Act.

#### *HANDICAPPED CATEGORY*

Total expenditures for 1991 handicapped projects was \$364,755, which funded 30 projects (2 funded projects were cancelled) at the secondary level and 8 projects at the postsecondary level. These 38 projects served 1,877 students at a cost per student of \$194. At the secondary level \$309,203 served 808 students at an average cost of \$383. The cost per student at the postsecondary level was \$52, where 1,069 students were served at a cost of \$55,552.

Of the 30 secondary projects 12 provided school-to-work transition services for handicapped vocational students; 8 provided career counseling/assessment; and the other 10 included vocational and vocational training, basic skills, vocational education enhancement, computer/recordkeeping, personnel support, and multi-media approach to vocational education performance which were designed to insure equal success for handicapped students in the regular vocational programs.

Postsecondary projects were funded at the five vocational technical centers, at two of the seven tribal community colleges, and one of the three state-supported community colleges. Of the 8 projects, 4 provided outreach and placement services/career upgrading and the others were used to support tutors and interpreters for deaf and hard-of-hearing students, personnel support, and equipment.

#### *DISADVANTAGED CATEGORY*

The funds in this category include projects considered Limited English Proficiency Projects (LEP).

Expenditures for 1991 disadvantaged projects was \$894,620 which funded 34 (4 LEP) secondary projects and 11 projects at the postsecondary level. These projects served 6,294 students at an average cost of \$142 per student. The secondary expenditure of \$690,683 served 4,715 students at a cost per student of \$146; the postsecondary expenditure of \$203,937 served 1,579 students at a cost \$129 per student. The secondary projects servicing disadvantaged students (excluding LEP projects) addressed several components with the majority consisting of counseling/assessment projects. Some of the main components of the other projects addressed basic skills training, work experience/ethics, employment preparation, communication skills, computer equipment and training, and support personnel. Five of the projects served students at the 7-8 grade/middle school level. The four LEP projects included in this funding category

served 712 students, all at the secondary level. These were designed to assist students in developing English language skills to obtain the necessary skills to succeed in vocational education and the job market.

All five vocational-technical centers, two state-supported community colleges, two tribal colleges, and one four-year institution received funding. Placement services, assessment, guidance and retention services, prevocational training, basic skills attainment for vocational students, intensive computer training, day care services, and American Indian peer counseling to increase retention in postsecondary vocational-technical education were provided through the 11 projects.

In the FY 1991 Annual Performance Report two exemplary projects, one secondary and one postsecondary program, were cited:

The "Career Counseling and Development Center/At Risk Advisement Project" conducted by the Great Falls Public Schools served 242 secondary students. The project achieved its five objectives: (1) to help at least 60 alternative high school students and 60 community adults with Life/Work planning, self-assessment, occupational information, and job search skill training; (2) to enhance offerings and increase use of the Career Resource Library by 25%; (3) to promote professional development of career guidance providers; (4) to increase retention in high school of potential dropouts by 5%; and (5) to expand and operate the model internship program by establishing 10 new positions for students with local employers. Comments such as: "Very informative - well-planned," "Great resources," and "... part of my success in securing the position was direct result of the assistance I received ..." were common.

One of the most effective projects is the peer counseling project targeted to vocational-technical American Indian students at Northern Montana College. This program has been supported with Perkins disadvantaged funds for the past four years. Peer counselors work with college staff to provide tutoring and psychological support to entering American Indian students. The attrition rate for American Indian students involved in the program has gone from 53% in the first year, to 32% in the second year, to 19% in the third year, to 18% in the fourth year.

The Annual Performance report for fiscal year 1991 states that all projects for the disadvantaged and handicapped category had to pass the criterion (as stated in the 1991-92 State Plan) of being supplemental or additional services. In addition, 20 percent of the participating eligible subrecipients are monitored through state staff review of programs to determine compliance with terms of assurance statements. Members of the Council participated in several of the on-site evaluations.

*SERVICES AND ACTIVITIES DESIGNED TO MEET THE SPECIAL NEEDS OF ADULTS WHO ARE IN NEED OF TRAINING OR RETRAINING*

The Perkins Act specifies that 12 percent of the funds available under Title IIA for vocational education shall be aimed toward assistance of adults in need of training or retraining in Montana.

The state Board authorizes funds from this category for the following types of activities:

- programs or projects which **provide for, improve, or expand** postsecondary vocational education services and opportunities at all institutional levels for the training or retraining of adults (including programs for older adults and displaced homemakers)
- additional training under Title III of the Job Training Partnership Act (JTPA)
- costs of serving adults in other vocational education programs (including such costs as keeping educational facilities open for longer periods of time)
- organized programs designed for individuals who have completed or left high school and in which credit may be awarded toward a degree at the associate (but not baccalaureate or higher degree) level
- adults who have already entered the labor market or who have completed or left high school and are enrolled in vocational education programs not otherwise described in this section

The state Board identifies individuals eligible to participate in programs in this category who are **above the compulsory school age** and belong in one of the following categories:

- persons who have graduated from or left high school and who are in need of additional vocational education so that they may enter the workforce
- unemployed persons who are in need of vocational training that they may successfully gain employment or increase their chances for employment
- employed persons who require additional vocational training so that they may retain their jobs or who need such training so that they may qualify for higher paid or more dependable employment

- persons who are in need of vocational training so that they may seek new employment opportunities or who need retraining in new skills which are required as a result of technological advances
- workers who are 55 years of age or older

Adult apprenticeship training and adult basic education offerings are coordinated by the Office of Public Instruction in accordance with state statutes.

FY91 Projects for Adult Training/Retraining:

	<u>Projects</u>	<u>Expenditures</u>	<u>Students</u>	<u>Cost/Student</u>
Secondary	8	\$257,870	529	\$487
Apprenticeship	12	52,401	227	231
Postsecondary	5	139,365	1,560	89

Of the 8 secondary projects four supported journeyman upgrading and the other four provided computer and financial analysis training services to small business operators and farmers, English as a second language training for immigrant adults in vocational training programs, as well as literacy testing and training.

The five postsecondary projects served students in three state-supported community colleges and two vocational technical centers. The program provided students with job seeking strategies, skill upgrading, basic skills and related instruction, and safety training. Populations served included dislocated workers, employed adults, adults enrolled in vocational technical courses, and sawyers.

#### *SINGLE PARENTS, HOMEMAKERS, SINGLE PREGNANT WOMEN*

Montana's Human Resource Development Officer (gender equity coordinator) administers the Single Parents, Homemakers, Single Pregnant women projects for Montana, working with the designated employee of the Office of Public Instruction.

Expenditures for the two secondary projects was \$57,695, serving 61 students, at an average cost per student of \$946. One project provided teen parents with positive parenting infant care thus providing access to quality vocational education through a partnership with a private business, the School District, and a community-based organization; the other project provided training in job-seeking strategies for young single parents.

Postsecondary project expenditures in this category provided projects at one tribal college to provide child care while parents attended classes and one state-supported community college to provide single parenting skills. Montana's allocation for these

projects gives preference to services provided through the Montana Displaced Homemakers Network (MDHN). There are 13 displaced homemaker centers which provide services to all areas of Montana. The seven MDHN projects provide students with the following: Self-esteem/prevocational, computer literacy, high-tech office, and job seeking and career planning training; and assessment and day care support services. Total expenditures for the 10 postsecondary projects were \$266,844, serving 579 students at an average cost per student of \$461.

### *SEX EQUITY/STEREOTYPING*

Seven projects were conducted for the category to serve students in non-traditional programs, two at the secondary level and five at the postsecondary level, with expenditures of \$161,597. The secondary projects expended \$42,584, serving 149 students at an average cost per student of \$286 and the postsecondary projects expended \$119,013, serving 352 students at an average cost of \$338.

Both of the secondary projects provided services for career planning and provided information to broaden career choices and provide information on non-traditional higher-paying jobs. The postsecondary projects focused on provision of workshops and seminars to provide information on non-traditional career and education opportunities. Also, state leadership funds which are reported under expenditures in Title II Part B, were used to provide videos of the statewide equity conference for use in equity training sessions.

### *CRIMINAL OFFENDERS*

Funds expended for Criminal Offenders must be for individuals charged with or convicted of criminal offenses and must be serving in a correctional institution. With only 1% of the funds in Title II allocated for this category, \$38,520 was expended for two projects serving 173 students in 1991. The average cost per student was \$223.

The two projects funded were at the postsecondary level, one for a community-based work experience program for Montana State Prison inmates released to a half-way house and one funded at the Montana State Prison to incorporate emerging technologies in the business skills vocational program.

TABLE 8

SUMMARY OF FY 1991 TITLE II PART B - PROJECTS/STUDENTS SERVED/EXPENDITURES  
(By Funding Category)

CATEGORIES	PROJECTS CONDUCTED		NUMBER SERVED		AMOUNT APPROVED <sup>1</sup>		AMOUNT EXPEND <sup>2</sup>		COST PER <sup>3</sup> STUDENT	
	Sec	PS	Sec	PS	Sec	PS	Sec	PS	Sec	PS
Curriculum Development	4		771		\$146,832		\$146,832		\$ 190	
Personnel Development	9	3	1814	604	\$105,424	\$ 33,225	\$ 78,156	\$ 27,175	\$ 43	\$ 45
Career Counseling and Guidance	8	4	44962	1919	\$164,067	\$ 93,143	\$165,131	\$ 91,271	\$ 4	\$ 48
Equipment	1	4	151	2816			\$ 26,500	\$133,728	\$ 175	\$ 47
Program Improvement, Innovation and Expansion	4	9	394	2945	\$ 82,676	\$522,414 <sup>4</sup>	\$ 57,727	\$388,686	\$ 147	\$ 132
Statewide Setaside	16	6	15155	261	\$314,357	\$180,000	\$334,952	\$146,416	\$ 22	\$ 561
<b>TOTALS</b>	<b>38</b>	<b>30</b>	<b>62476</b>	<b>9319</b>	<b>\$666,624</b>	<b>\$975,614</b>	<b>\$66,466</b>	<b>\$934,108</b>	<b>\$ 11</b>	<b>\$ 100</b>

<sup>1</sup> From the OCHE 1/10/90 Preliminary Montana's Funded Perkins Projects Report.

<sup>2</sup> From the Annual Performance Report for Program Year 1991.

<sup>3</sup> Based on amount spent.

<sup>4</sup> Total approved for Equipment and Program Improvement.



## TITLE II PART B - VOCATIONAL EDUCATION PROGRAM IMPROVEMENT, INNOVATION AND EXPANSION

Title II Part B of the Perkins Act allows states to use 43 percent of Title II Basic State Grant Funds for projects selected through the competitive request for proposal process. A list of twenty-four allowable expenses are identified in the Perkins Act as summarized on page 43 of the State Plan for 1991-92. These funds are to be used for expanding, improving, modernizing or developing high quality vocational education projects, services and activities. Twenty percent of the Title II Part B funds are reserved for projects with statewide impact.

There is a dollar-for-dollar cash matching requirement for the use of all Title II Part B funds. Federal funds and student tuition and fees may not be used as match. The exception to the use of federal funds as match involves some federal funds transferred to the Tribes (Section 109 of the Tribally Controlled Community College Assistance Act of 1978). Applicants eligible for funding with insufficient matching funds to meet the dollar-for-dollar matching requirement may request the balance of matching funds needed to qualify for the federal dollars requested be provided from statewide overmatch. The overmatch dollars are provided as a credit not as an actual cash disbursement. Also the State Plan provides for the use of Title II Part B funds unexpended in a program to be redirected to Title II Part A in the following program year to be expended in accordance with Title II Part B requirements.

Table 8 on the preceding page identifies projects, number of students served, amount approved, amount expended and the cost per student in each of the Title II Part B categories for FY 91: Curriculum Development; Personnel Development; Career Counseling and Guidance; Equipment; Other Programs; and Statewide Setasides.

### *CURRICULUM DEVELOPMENT*

Four curriculum development projects were funded at the postsecondary level. None were funded at the secondary level, however, some secondary curriculum development activities were funded under the 20% setaside for State Leadership/Exemplary Programs. Postsecondary projects were funded at two of the vocational technical centers for the following uses:

- Review of entire curricular offerings and implementation of necessary up-dating components and new Associate of Applied Science program in Commercial Maintenance Technology;
- Review of curricular offerings for 11 principal programs;
- Improvement of curriculum in keyboarding; and
- Development of an internship program with community employers for program graduates.

A total of \$146,832 was expended, serving 771 postsecondary students at an average cost of \$190 per student.

### *PERSONNEL DEVELOPMENT*

Nine secondary projects served 1,814 students with expenditures of \$78,156 (\$43 per student) and three postsecondary projects served 604 students with expenditures of \$27,175 (\$45 per student). The twelve projects addressed:

#### Secondary:

- State leadership conference for vocational educators in Montana;
- Training for use of the Montana Career Information System;
- Handling hazardous waste and materials;
- High-tech training for instructors;
- Development and use of labor market information in career decision-making; and
- Training seminars for apprenticeship and journeymen instructors

#### Postsecondary:

- Workshops, seminars or inservice training sessions related to teaching area;
- Industry training sessions on new technologies (resulted in improved curricula serving 181 students); and
- Instruction in the use of effective training techniques with high technology equipment.

### *CAREER COUNSELING AND GUIDANCE*

Eight secondary projects provided 44,962 students with career counseling and guidance services. Expenditures in this category for secondary projects were \$165,131. The low average cost per student of \$4 was due to one project which provided 40,000 students with a career tabloid produced jointly by Montana Career Information Systems, the Job Service, and Montana Vocational Association. Other projects included: Computer-Assisted Career Guidance (grades 7-12); School-to-Work Transition; and Development or Expansion of Career Counseling Centers

Postsecondary projects were funded at three of the five vocational technical centers, serving 1,919 students with expenditures totaling \$91,271. (Average cost per student, \$48.) The four projects addressed: Guidance and Counseling; Career Decision-making; Assessment/Testing/Advisement; and Placement

### *EQUIPMENT*

One secondary project and four postsecondary projects were completed with expenditures of \$26,500 serving 151 secondary students and \$133,728 serving 2,816 postsecondary students. The secondary project provided for incorporation of desk-top

publishing into the business program at an average cost per student of \$175. Postsecondary projects expended \$133,723 which provided 2,816 students at four of the five vocational technical centers equipment for expansion and improvement in the following programs:

- Business and Office
- Trades and Industry
- Machine Shop
- Automotive Mechanics
- Agri/Truck Diesel Mechanics
- Aircraft
- Electronics

### *OTHER PROJECTS*

Other projects provided program improvement, innovation and expansion:

#### Secondary:

- Improved Horticulture Program
- Expanded Electronic Learning Station
- Computerized Business Curricula
- Renovations of Laboratory for Vocational Agriculture

#### Postsecondary:

Program improvement for:

- Agri-truck Diesel Mechanics Program
- Machinist Program
- Legal Assisting Program
- Occupational Therapy Assistant Program

Provided for:

- Updating Placement Services
- World of Work Training for Offenders in Pre-Release Center
- Career Exploration Expansion
- Self-assessment Training
- Vocational Training Opportunities for Non-traditional Students

The four secondary projects expended \$57,727 serving 394 students and the nine postsecondary projects expended \$388,686 serving 2,945 students at the five vocational technical centers.

### *STATEWIDE LEADERSHIP/EXEMPLARY PROGRAMS*

The 20% of Title IIB funds designated for statewide leadership setasides were used to fund projects with statewide impact in areas designated as crucial for program improvement, innovation and expansion in vocational education in the state.

Sixteen projects funded at the secondary level in this category provided curriculum and personnel development for: vocational student organizations; health occupations; technology and industrial education; applied biology and chemistry within the vocational curriculum; middle schools; applied communication; urban agriculture; and school-to-work transition.

Three other secondary projects funded two Title IIA projects in the Adult category, expending \$6,106, and one augmented the Title IIB Consumer and Homemaking Education category. This project supported the Consumer and Homemaking Education leadership project in program year 1991 with expenditures of \$14,651 to provide a two and one-half day workshop featuring twelve speakers attended by 249 home economics teachers and students.

Six projects were funded at the postsecondary level. Two projects funded Title IIA projects: one for Single Parents Homemaker/Single Pregnant Women with training to improve job placement and one for the Sex Bias/Stereotyping category to develop training tapes for gender equity training. The other four postsecondary projects were for: Vocational Industrial Clubs of America (VICA) leadership; support for Montana Displaced Homemakers Network in-service training; technical assistance for eligible recipients and other grantees; and implementation of the first year of the AAS Degree in Commercial Maintenance Technology at one of the Vocational Technical Centers.

TABLE 9

SUMMARY OF TITLE III - PROJECTS/STUDENTS SERVED/EXPENDITURES  
(By Funding Category)

CATEGORIES	PROJECTS CONDUCTED		NUMBER SERVED		AMOUNT APPROVED <sup>1</sup>		AMOUNT EXPEND <sup>2</sup>		COST PER <sup>3</sup> STUDENT	
	Sec	PS	Sec	PS	Sec	PS	Sec	PS	Sec	PS
PART A - CBO's	2	2	47	106	\$ 18,875	\$35,289	\$ 18,875	\$29,871	\$ 402	\$282
PART B										
CHD <sup>4</sup>	5		866		\$ 61,16		\$ 61,015		\$ 70	
CHR <sup>5</sup>	17		1,464		\$109,416		\$109,073		\$ 75	
TOTAL PART B	22		2,330		\$170,576		\$170,088		\$ 73	
TOTAL TITLE III	24	2	2,377	106	\$189,451	\$35,289	\$188,963	\$29,871	\$ 80	\$282

<sup>1</sup> From OCHE 05/10/90 Preliminary Montana's Funded Perkins Projects Report.

<sup>2</sup> From the Annual Performance Report for Program Year 1991.

<sup>3</sup> Based on amount spent.

<sup>4</sup> Consumer and Homemaking Education (Depressed Area)

<sup>5</sup> Consumer and Homemaking Education (Regular)

### **TITLE III - SPECIAL PROGRAMS**

Title III Perkins funds may be used to pay 100% of costs of certain special programs as described in the State Plan, pages 45-46.

#### **TITLE III PART A - STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS BY COMMUNITY-BASED ORGANIZATIONS**

Title III Part A funds may be used to support joint projects of eligible recipients (school districts, vocational technical centers, community colleges, tribal colleges, postsecondary educational institutions with vocational programs at less than the baccalaureate degree level) and Community Based Organizations (CBO's) within Montana. Programs planned jointly by CBO's and eligible recipients must provide the following services:

- outreach programs to facilitate entrance into program of transitional services and subsequent entrance into vocational education, employment, or other education and training;
- prevocational education preparation;
- career intern programs
- assessment of student needs
- vocational guidance and counseling

Projects in this category focused on career awareness workshops, community based evaluation and employment services, and career assessment and counseling workshops. Four "CBO" projects were funded in FY91 -- two at the secondary and two at the postsecondary level. The secondary projects served 42 students with expenditures totaling \$18,875 and the postsecondary projects served 106 students with expenditures of \$29,871.

#### **TITLE III PART B - CONSUMER AND HOMEMAKING EDUCATION**

Funds in this category may be allocated to secondary school districts to conduct approved consumer and homemaking vocational education programs which include: instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking; and instruction in the areas of food and nutrition, consumer education, family living and parenthood education, and clothing and textiles. Also the State Plan identifies the funds must be used for the following purposes: to conduct programs in economically depressed areas; to encourage participation of traditionally underserved populations; to encourage the elimination of sex bias and sex stereotyping; and to address priorities and emerging concerns at the local, state, and national levels. One-third or more of the Title III, Part B funds must be expended in economically depressed areas or areas with high rates of unemployment.

Twenty-two projects were funded during program year 1991 in Title III Part B, 5 in the

subcategory of Consumer Homemaking Education Depressed Area (CHD) and 17 in the subcategory of Consumer Homemaking Education Regular (CHR).

CHR Programs Focused on:

- activities for program development
- activities for improvement of instruction and curricula
- understanding the impact of new technology on life and work
- assisting students in decision-making relative to roles of consumer, parent, and homemaker/wage earner

CHD Programs Focused on:

Expanded technological opportunities for students through purchase and use of:

- Computers, monitors, printers, overhead projection panel to increase knowledge of home economics concepts;
- Camcorder, camera, computer, laser printer, and copier were used to produce ten student publications and one video production;
- Serger sewing machine used to provide "hands on" technology to complete double the number of sewing projects as the previous year;
- Camcorder, VCR and monitor used to produce a video to promote nutrition which won a gold medal at 1991 National Leadership Conference; and
- Microwave/convection ovens, computerized sewing machines and mixers improved technology available.

Expenditures for the 17 CHR projects were \$109,073, serving 1,464 students; expenditures for the five CHD projects were \$61,015 and served 866 students. Total expenditures in the Consumer and Homemaking Education category were \$170,088 with 36% of the total expended exceeding the one-third requirement for expenditures in depressed areas.

## **COUNCIL'S ANALYSIS OF DISTRIBUTION OF PERKINS FUND**

The Council's analysis of the distribution of Perkins Funds for FY 91 indicated the distribution to secondary and postsecondary eligible recipients was equitable. The State Board and Office of Public Instruction are to be commended for providing eligible recipients with technical assistance in completion of the competitive grant process. Money was allocated and expended commensurate with the activities set forth in the State Plan and in compliance with the Perkins Act (P.L. 98-524).

As specified in the State Plan (page 20) more federal funds were distributed to eligible recipients located in economically depressed areas of Montana than were distributed to

eligible recipients located in areas of the state which are not economically depressed." Distribution of Perkins Funds to depressed areas averaged 55% as identified in the OCHE Preliminary Funding Report:

Title IIA 67% to Depressed Areas  
 Title IIB 35% to Depressed Areas  
 Title III 79% to Depressed Areas

The FY91 Perkins Grant Award was \$4,439,661, with a FY90 Carryover of \$570,277. State administration expenditure for FY91 was \$364,351, 7% of the \$5,009,938 available for expenditure in FY91. This is in accordance with the Perkins Act.

## RESPONSE TO COUNCIL RECOMMENDATIONS

In the Montana Council on Vocational Education Biennial Evaluation of Vocational and Technical Education Report of Fiscal Years 1989-90, recommendations were formulated for consideration by the State Board and the Office of Public Instruction. In particular, these recommendations were for consideration in the development of the State Plan and Request for Proposal procedures, for implementation of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. Following are a listing of these recommendations for Title II and Title III with responses from the OPI and OCHE:

### Title II Part A

1. A more detailed and complete final report form be developed which would require information on what activities were utilized to accomplish objectives, and the manner in which objectives were evaluated. Also, the number of specific students served by the project and the percentage this number represents of all special needs students enrolled in the school.

#### Response:

OPI New forms for reporting information on activities to accomplish the objectives of the projects have been revised twice since this recommendation was formulated. Copies of these forms were provided for Council review.

OCHE Revised forms, that require more detailed information and specific numbers of special populations served by each funded program, have been used since program year 1992.

2. The State Board, in concert with the Office of Public Instruction develop a method to follow up students supported by Carl Perkins funding. In fact, all



vocational education students, secondary and postsecondary, should be included in a follow-up system.

Response:

OPI The Office of Public Instruction is developing a monograph which will provide school personnel with a method and procedure for student follow-up. Follow up of students is mandated in the State Accreditation Standards. Follow-up of students, particularly those served with Perkins funds is extremely difficult due to a reduction of staff.

OCHE The Montana University System has recently been restructured by the Board of Regents. This restructuring should increase the ability of postsecondary schools to follow-up students. The State Board will work with these schools to develop improved methods and procedures.

3. The State Board, in concert with the Office of Public Instruction design an evaluation instrument to be used during on-site evaluation which would provide complete information regarding the progress in conducting the project or in addressing the local plan. This instrument should be so designed to be used during the school year in which the project is being conducted and not after the project has been completed. State agencies could then provide technical assistance when needed, make certain federal monies are being used properly and this would assist the state agencies in fulfilling their responsibilities in the new Act.

Response:

OPI For fiscal years 1992 and 1993, report forms were revised to be utilized by the Office of Public Instruction personnel when conducting on-site evaluations. A computerized form was used the first year, with an extended federal review form developed for use in the subsequent years of the Act.

OCHE The forms that are currently in use, since program year 1992, address the above recommendations.

4. The State Board disseminate to all eligible recipients information regarding innovative or adaptable programs in the state, especially those projects emphasizing integration of academic and vocational curriculum.

Response:

OPI Information regarding innovative or adaptable programs in the state is available from the sole state agent and efforts were made to address this through

the technical workshops conducted each year. Also, workshops were conducted at the Montana Vocational Association Conference to provide vocational educators with information on innovative programs and projects emphasizing integration of academic and vocational curriculum.

OCHE Concur with OPI response.

5. Technical Assistance be provided to eligible recipients in the development of measurable behavioral objectives so that there is a means of determining the success of a project and the impact federal funds have had upon the vocational education system in Montana. Approval of purchase of equipment should be tied very closely to acceptable objectives to be certain monies are supplementing and not supplanting other monies.

Response:

OPI In accordance with Public Law 101-392, eligible recipients are required to conduct a local needs assessment, establish program goals in accordance with state goals, develop core measures and standards of performance, and conduct an evaluation to show student progress. Equipment purchases are reviewed during the evaluation process.

OCHE Concur with OPI response. Technical assistance is provided throughout the state, at several locations. The focus of these workshops includes developing objectives for Perkins funded projects. Technical assistance is also provided by telephone and letter.

6. The State Board and Office of Public Instruction review their staffing pattern in light of the numerous responsibilities which are now required in operating and monitoring of P.L. 101-302.

Response:

OPI Staffing patterns and responsibilities under P.L. 101-392 have been reviewed. It has been difficult to address this recommendation due to funding reductions at the state and national level to maintain staff and to accomplish mandates of the Perkins Act.

OCHE Staffing patterns under P.L. 101-392 have been reviewed. Due to the funding restrictions at the state and national level, it has been difficult to maintain staff and accomplish mandates of the Perkins Act. The Montana Legislature designates the split of perkins administrative funds between the State Board and the Office of Public Instruction. The State Board receives

approximately 16% of these funds, and must take the mandatory \$60,000 minimum for the Gender Equity Coordinator, out of this 16%.

Title II Part B:

1. The State Board and Office of Public Instruction examine statewide and nationally conducted needs assessments and provide for greater involvement from the private sector in establishing statewide goals, objectives, and priorities.

Response:

OPI The State Plan Committee reviewed needs assessments from other states and consulted with administrative and supervisory staff. In addition, the state Board created a Committee of Practitioners in accordance with P.L. 101-392 for the purpose of providing input and establishing statewide goals, objectives, and priorities. A member of this group represented the private sector.

OCHE Concur with OPI response.

2. The State Board and Office of Public Instruction, in cooperation with the Montana State Occupational Information Coordinating Committee, should consider piloting the National Career Development Guidelines in Montana schools and postsecondary institutions.

Response:

OPI The State Occupational and Information Coordinating Committee, in cooperation with the Office of Public Instruction, conducted several workshops on career development throughout the state. A comprehensive overview of the National Career Development Guidelines was provided at each of the workshops.

OCHE Concur with OPI response.

3. The State Board and Office of Public instruction should intensify efforts to fund professional development projects which provide preservice and inservice training for administrators, school counselors, and vocational technical education staff in the areas of career assessment, career planning and development, computerized guidance systems, and to disseminate state-of-the-art programs, techniques and methods.

Response:

OPI Montana is currently implementing the School-to-Work Opportunities Act of 1993. Funds will be utilized the first year for a planning grant. However,

Montana's plan includes provision for addressing preservice, inservice, career assessment, career planning and development, computerized guidance systems, etc.

OCHE The use of Montana's State Leadership, Section 201 funds, focuses on professional development.

4. The State Board and Office of Public Instruction involve private sector representation in the process of establishing priorities and addressing needs under Title II Part B.

Response:

OPI The Committee of Practitioners have responsibility for establishing priorities addressing vocational needs as referenced in the Perkins Act. A private sector member serves on this body.

OCHE Concur with OPI response.

5. The State Board and Office of Public Instruction validate Perkins projects for statewide adoption and transportability, publish a listing with appropriate explanation of each project, and disseminate on a statewide basis.

Response:

OPI Montana's Request for Proposal process includes a requirement that the project have statewide impact and eligible recipients disseminate project results.

OCHE Concur with OPI response.

Title III

The State Board and Office of Public Instruction review expenditure of funds for FY89 and 90 in accordance with established goals and priorities to insure that program components are adequately met.

Response:

OPI The staff conducts projects reviews including expenditure of funds in accordance with established goals and priorities during the project year. In addition, these areas are reviewed during on-site visitations and when formulating the annual performance report.

OCHE OCHE staff conduct project reviews through both desk audits and on-site visits.

## FISCAL YEAR 1992 AND 1993

### DISTRIBUTION OF FEDERAL FUNDS BY EDUCATIONAL LEVEL

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, P.L. 101-392, became effective on July 1, 1991. This legislation greatly expanded the federal government job-related education efforts. It emphasizes service to "special populations," including the poor, the handicapped, the economically disadvantaged, disabled, single parents, foster children, those not properly served because of sex bias and those with limited english proficiency. The method by which grants are allocated changed significantly. This legislation eliminated many of the fiscal constraints contained in the previous Act, P.L. 98-524, including set-asides, matching of program costs, and excess costs for the handicapped and disadvantaged. The format for P.L. 101-392 remained basically the same with all major provisions contained in five titles - Title I, State Administration; Title II, State and Local Programs; Title III, Special Populations; Title IV, National Programs; and Title V, General Provisions.

Table 10 on the following page provides an overview of the 1992 Grant Award, carryover funds from 1991 and funds expended for secondary, postsecondary, vocational technical education programs, state agencies, Native American community colleges, and state administration.

TABLE 10\*

## PERKINS FUNDS AVAILABLE FOR FY 92

FISCAL YEAR 1992 GRANT AWARD	\$4,668,458
FISCAL YEAR 1991 CARRYOVER	\$593,723
AVAILABLE FOR FISCAL YEAR 1992	\$5,262,181

	PROJECTS	EXPENDS.	BALANCE	% EXP
FY92 Grant/Carryover			\$5,262,181	
<u>Area of Expenditure:</u>				
Vo-Tech Centers	7	\$ 532,639	\$4,729,542	10%
Secondary Vo-Ed	120	2,444,257	2,285,285	46%
Apprenticeship		5,166	2,280,119	.1%
University System	11	314,406	1,965,713	6%
State Institutions	2	30,387	1,935,326	.6%
Community Colleges	6	243,425	1,691,901	5%
Native American CC	4	317,498	1,374,403	6%
Other	16	384,532	989,871	7%
State Admin.	2	275,497	714,374	5%
Unallocated		714,374		14%
TOTALS	<u>168</u>	<u>\$5,262,181</u>	-0-	<u>100</u> **

\* Source: OCHE Accounting Personnel (from FYE Financial Report)

\*\* Does not total 100% due to rounding of percentages.

TABLE 11  
ALLOCATION OF PERKINS FUNDS BY TITLE FOR FY 92

FISCAL YEAR 1992	SECONDARY	POSTSECONDARY	TOTAL
Title II, Part A	403,497	126,785	530,282
Title II, Part B	115,693	368,105	483,798
Title II, Part C	2,029,464	1,080,516	3,109,980
Title III	309,714	114,032	423,746
<b>TOTAL</b>	<b>\$2,858,368</b>	<b>\$1,689,438</b>	<b>\$4,547,806</b>

The table above provides an overview of actual expenditure of Perkins funds for FY 92 by Title for secondary and postsecondary vocational technical education.

TABLE 12\*  
PERKINS FUNDS AVAILABLE FOR FY 93

FISCAL YEAR 1993 GRANT AWARD      \$4,757,750  
FISCAL YEAR 1992 CARRYOVER        \$ 714,874  
AVAILABLE FOR FISCAL YEAR 1992    \$5,472,624

	PROJECT	EXPENDS.	BALANCE	% EXP
FY93 Grant/Carryover			\$5,472.624	
<u>Area of Expenditure:</u>				
Vo-Tech Centers	7	\$ 574,959	\$4,897,665	10.51
Secondary Vo-Ed	120	2,576,487	2,321,178	47.08
Apprenticeship		-0-	2,321,178	0.00
University System	11	279,312	2,041,866	4.10
State Institutions	2	27,766	2,014,100	0.51
Community Colleges	6	373,930	1,640,170	6.83
Native American CC	4	351,869	1,288,301	6.43
Other	16	376,374	911,927	6.88
State Admin.	2	264,320	647,607	4.83
Unallocated		647,607	-0-	11.83
<b>TOTALS</b>	<b>168</b>	<b>\$5,472,624</b>	<b>\$0</b>	<b>100%</b>

\* Source: OCHE Accounting Personnel (from FYE Financial Report)

TABLE 13

## ALLOCATION OF PERKINS FUNDS BY TITLE FOR FY 1993

FISCAL YEAR 1993	SECONDARY	POSTSECONDARY	TOTAL
Title II, Part A	\$ 392,944	\$ 139,563	\$ 532,507
Title II, Part B	71,114	456,939	528,053
Title II, Part C	2,102,692	1,204,706	3,307,398
Title III	313,833	143,226	457,059
TOTAL	\$2,880,583	\$1,944,434	\$4,825,017

## PERKINS FUNDING FOR FY 92 AND FY 93 BY TITLE

## TITLE I - VOCATIONAL ASSISTANCE TO STATES

The Act stipulates that a state may use no more than 5 percent of its allotment or \$250,000, whichever is greater, for the administration of the State Plan. Out of these funds, an amount of not less than \$60,000 must be used to support the functions of the full time sex equity coordinator. Federal funds for state administration must be matched on a dollar-for-dollar basis.

TABLE 14

## STATE ADMINISTRATION

EXPENDITURE OF PERKINS FUNDS & STATE MATCHING FUNDS  
FY 92 - FY 93

	FEDERAL FUNDS		STATE MATCHING FUNDS	
	1992	1993	1992	1993
Secondary	189,109	**	189,109	**
Postsecondary	86,388	72,383	86,388	80,945

\*\* Data for Federal expenditure of Perkins funds and state match for secondary state administration for vocational education, FY93, was not available. This data will be reviewed by the Council and reported, when received.

Note: Funds for State Administration are Under Title II of the Act.



**TITLE II PART A - STATE AND LOCAL PROGRAMS**  
**(BASIC STATE GRANTS FOR VOCATIONAL EDUCATION)**

States may use 8.5% of the funds received under the basic state grant for state programs and state leadership. Activities which may be funded under this provision include professional development, curriculum development, and dissemination and assessment of programs receiving federal assistance. States may, but are not required to, provide support for promotion of business partnerships, tech prep, vocational student organizations, state leadership, and data collection of these funds.

**TABLE 15**

**EXPENDITURE OF FUNDS FOR STATE PROGRAMS AND STATE LEADERSHIP**  
**FY92 - FY93**

	TOTAL PROJECTS		TOTAL AMOUNT EXP	
	1992	1993	1992	1993
Sec	11	11	213,888	203,600
PS	1	1	40,397	67,180

**Secondary Projects:**

Montana's secondary projects for FY 92 and FY 93 focused on professional and curriculum development. Projects ranged from providing inservice training to Vocational, Agricultural, and Home Economics teachers in funding a state-wide curriculum model for agriculture, a program planning guide for industrial and technology education, and projects involving integration of academic and vocational education. Equipment and research projects were not funded at the secondary or postsecondary levels during the two fiscal years.

**Postsecondary Projects:**

Two postsecondary projects were funded during FY 92 and FY 93; one for professional development and the other for curriculum development. The professional development project involved integration of occupational skills in business and industry for faculty in 19 different vocational offerings. The curriculum development project provided skill training workshops in business and industry. The state leadership projects provided support services for vocational industrial clubs at the postsecondary level.

## TITLE II PART B - OTHER STATE-ADMINISTERED PROGRAMS

Section 102 of the Act states that an amount equal to 10.5% of the allotment shall be available only for the program for single parents, displaced homemakers, and single pregnant women as described in Section 221 and the sex equity program described in Section 222 of which:

- Not less than 7 percent of such allotment shall be reserved for the program for single parents, displaced homemakers, and single pregnant women; and
- Not less than 3 percent of such allotment shall be reserved for the sex equity programs.

TABLE 16

### EXPENDITURE OF FUNDS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

	TOTAL PROJECTS		NUMBERS SERVED		TOTAL AMOUNT EXP	
	1992	1993	1992	1993	1992	1993
Sec	3	1	132	28	62,442	19,091
PS	9	11	349	512	247,353	325,916

#### Secondary Projects:

Single parents, displaced homemakers, and single pregnant women at the secondary level received services from two secondary schools and one community based organization. Services provided included computer skills and word processing training, vocational counseling to teen parents, and career awareness.

#### Postsecondary Projects:

Several agencies provided a variety of services at the postsecondary level including: computer literacy, software application and office skills training, prevocational assessment, planning and motivational training, eliminating math anxiety and emphasis on non-traditional vocational education and careers for women.

TABLE 17

## EXPENDITURE OF FUNDS FOR GENDER EQUITY PROGRAMS

	TOTAL PROJECTS		NUMBERS SERVED		TOTAL AMOUNT EXP	
	1992	1993	1992	1993	1992	1993
Sec	2	1	122	61	53,251	52,023
PS	4	5	125	253	78,103	88,874

## Secondary and Postsecondary Projects:

Gender equity projects during the two fiscal years included the development of a non-sexist curriculum for technology education, coordinated on-site work experience for non-traditional participants through job shadowing, preparatory services, vocational technical education programs and supportive services, and numerous other activities.

TABLE 18

EXPENDITURE OF FUNDS FOR CORRECTIONS EDUCATION PROGRAMS  
FY 1992 - FY 1993

	TOTAL PROJECTS		NUMBERS SERVED		TOTAL AMOUNT EXP	
	1992	1993	1992	1993	1992	1993
Sec	-	-	-	-	-	-
PS	4	4	202	301	42,649	42,149

## Postsecondary Projects:

Perkins projects funded during FY 92 and FY 93 provided criminal offenders with business skills training, career counseling, general education, development classes, vocational technical skill training, job ethics, computer literacy, job search, and placement assistance.

**TITLE II PART C - SECONDARY, POSTSECONDARY AND ADULT VOCATIONAL  
EDUCATION PROGRAMS**

***DISTRIBUTION OF FORMULA ALLOTTED FUNDS***

**Secondary:**

Montana determined to dedicate 65% of the 75% formula allocated Title II funds to secondary vocational education. These funds were allocated in accordance with the general rule cited in Section 231 of the Act. Those local educational agencies (LEA's) which did not participate in Chapter I or those that received Chapter 1 allocations under a section other than 1005 were included in the formula and given an allocation based solely on number of handicapped and total enrollments. Initial allocations were issued to 168 LEA's, including two correctional facilities that serve juveniles and area accredited LEA's.

**Postsecondary:**

Montana dedicated 35% of the 75% formula-allocated Title II funds to postsecondary vocational technical education. These funds were allocated to eligible institutions in accordance with the formula and minimum grant process outlined in Section 232 of the Act. Of the 16 eligible postsecondary institutions offering vocational technical education at less than the baccalaureate degree level, three were excluded from access to Title II funds.

**TABLE 19**

**EXPENDITURE OF FUNDS FOR SECONDARY, POSTSECONDARY,  
AND ADULT VOCATIONAL EDUCATION PROGRAMS  
FY 92 - FY 93**

	TOTAL PROJECTS		NUMBERS SERVED		TOTAL AMOUNT EXP	
	1992	1993	1992	1993	1992	1993
Sec	97	141	17,401	13,482	2,029,464	2,102,692
PS	13	13	4,052	301	1,080,516	1,204,706

**Secondary Programs:**

A total of 30,883 secondary students were served in vocational education programs receiving Perkins funds during FY 92 and FY 93. A wide range of programs, services, and activities were provided by secondary schools in accordance with Section 235 of the Act.

### Postsecondary Programs:

Postsecondary institutions served a total of 9,899 students in vocational technical education institutions receiving Perkins funding for FY 92 and FY 93. Of this number, 6,105 were female and 3,794 were male. Funds were used in accordance with Section 235 of the Act.

**TABLE 20**  
**SPECIAL POPULATIONS SERVED**  
**FY 92 - FY 93**

POPULATION	SECONDARY ENROLLMENT		POSTSECONDARY ENROLLMENT	
	1992	1993	1992	1993
Disabled	1357	1040	355	637
LEP	578	703	195	109
Disadvantaged	4067	5121	2974	3243

Note: Enrollments for other special populations categories are contained in various sections of this report.

The Montana Council on Vocational Education conducted a comprehensive study of services provided to special populations assisted under Title II Part C of the Perkins Act. This study previously described in this report provided valuable information to the Council, Sole State Agency, and Office of Public Instruction for assessing services to special populations. Copies of this report were disseminated and reviewed with each agency. In addition, copies were distributed to the U.S. Departments of Education and Labor, Governor's Office, and other agencies.

### **TITLE III PART A - STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS BY COMMUNITY BASED ORGANIZATIONS.**

In Montana a specific request for proposal is issued annually to solicit joint applications for Title III, Part A funds from eligible recipients and community-based organizations. State Staff review proposals to ensure that the eligibility requirements are consistent with the appropriate uses of funds as outlined in the Act. Qualified proposals are then submitted to a panel of readers for ratings in accordance with established criteria. Projects are funded in rank order and are subject to budget negotiation with state staff.

**TABLE 21**  
**FUNDS EXPENDED FOR COMMUNITY BASED ORGANIZATIONS**  
**FY 92 AND FY 93**

	TOTAL PROJECTS		NUMBERS SERVED		TOTAL AMOUNT EXP	
	1992	1993	1992	1993	1992	1993
Sec	1	1	8	38	31,198	30,845
PS	1	2	15	24	21,337	26,673

Projects at the secondary and postsecondary levels provided services and activities as contained in Section 302 of the Perkins Act.

**TITLE III PART B - CONSUMER AND HOME MAKING EDUCATION**

Montana's state plan for the administration of Perkins funding stipulates that only eligible recipients are LEA's with accredited consumer and homemaking education programs. Proposals are issued annually, reviewed by state staff, and referred to readers for rating. Not less than one-third of the federal funds available for consumer and homemaking programs must be expended in economically depressed areas. Project proposals must meet the requirements as outlined in Section 311 of the Perkins Act.

**TABLE 22**  
**EXPENDITURE OF PERKINS FUNDS FOR CONSUMER & HOME MAKING PROGRAMS**  
**FY92 AND FY 93**

	TOTAL PROJECTS		NUMBERS SERVED		TOTAL AMOUNT EXP	
	1992	1993	1992	1993	1992	1993
Sec	8	20	3967	1827	182,528	166,565
PS	N/A		N/A		N/A	

Of the total number served in Perkins funded programs, 4,167 were female and 1,627 were male. A total of 15 projects served depressed areas and 13 served non depressed areas. Projects must address the services and activities as outlined in Section 312 of the Perkins Act.

### TITLE III PART C - COMPREHENSIVE CAREER GUIDANCE AND COUNSELING PROGRAMS

No funds were authorized to fund projects under Title III Part C. However, some eligible recipients utilized funds under other Titles of the Act to improve and strengthen the guidance services program.

### TITLE III PART D - BUSINESS, LABOR, EDUCATION PARTNERSHIPS FOR TRAINING

No funds were authorized to fund Title III Part D projects. However, some eligible recipients have established cooperative linkages and partnerships with business and labor.

### TITLE III PART E - TECH PREP EDUCATION

The purpose of the Tech Prep program is to provide planning and demonstration grants to consortia of local educational agencies and postsecondary institutions for the development and operation of four-year programs designed to provide a tech prep education program leading to a two-year associate degree or two-year certificate. Emphasis is placed on providing equal access to special populations including offering preparatory programs as needed.

TABLE 23

#### EXPENDITURE OF FUNDS FOR TECH PREP PROGRAMS FY 92 AND FY 93

	TOTAL PROGRAMS		TOTAL AMOUNT EXP	
	1992	1993	1992	1993
Secondary	2	2	95,188	116,423
Postsecondary	2	2	92,695	116,553

Four Tech Prep projects were funded during FY 92 and FY 93. Three of the projects served rural and urban students while one project served urban students. A total of 741 students (468 male and 273 female) were served in the Tech Prep Perkins funded projects in FY 93. In FY 92 funding for Tech Prep projects was released in January 1992 and consequently no students were served for FY 92. All of the Tech Prep projects were planned jointly by secondary and postsecondary schools. Each project addresses one of the following occupational areas: business and office technology, automotive technology, information processing education, and microcomputing applications and systems.

## SUMMARY

The Montana Council on Vocational Education is pleased with the significant progress which has been made at the State and local levels in implementing the Perkins Act of 1990. This is due in a large measure to the commitment and dedication of the Sole State Agency and Office of Public Instruction. These agencies have provided technical assistance on a regional basis to eligible recipients throughout the State and have effectively utilized the Committee of Practitioners in developing and implementing core measures and performance standards.

The Council's analysis of the distribution of Perkins Funds for fiscal year 1992 and fiscal year 1993 to secondary schools and postsecondary eligible recipients was equitable and funds allocated and expended commensurate with the allowable activities outlined in the Act and State Plan.

## RECOMMENDATIONS

The following recommendations were formulated by the Council on the basis of observations, evaluations, and analysis of projects funded during the FY 92-93 planning period. The Council suggests the Sole State Agency consider these recommendations for state plan development purposes, requests for proposal procedures, and for implementing the Perkins Act for the next planning period.

1. The Sole State Agency and Office of Public Instruction periodically review vocational technical education staffing needs and provide recommendations to their respective agencies personnel, legislative interim committees, and appropriate boards.
2. The Sole State Agency and the Office of Public Instruction seek additional funding from state and federal sources to carry out technical assistance, evaluation, and other major duties commensurate with the Act.
3. The Sole State Agency and Office of Public Instruction intensify efforts to initiate changes in the Perkins Act through Congress and the U.S. Office of Education. These changes should address:
  - a. The \$50,000 minimum allocation to postsecondary institutions.
  - b. Limitation of 5% for state administration.
  - c. Funding to accommodate the state's responsibilities regarding technical committees.
  - d. Funding to update computerized systems for data collection, reporting, etc.
4. The Sole State Agency and Office of Public Instruction explore a computerized system with Perkins recipients which would result in a quicker response and ease of



5. The Sole State Agency and Office of Public Instruction explore new approaches for evaluation of Perkins projects in view of limited travel funds.
6. The Sole State Agency and Office of Public Instruction develop a compendium of innovative and exemplary projects in the state and region, particularly projects which address integration of academics and vocational education, applied academics, tech prep, and professional development.



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